

draft

Guidance and Pedagogy
Sakta Rashi Foundation

TAFNIT 

In cooperation with Day Boarding Schools and Madarom

***97%**

Matriculation Project

Accelerated scholastic gaps reduction ("Learning Campaign")

**Beer-Sheva
1998-2003**

Results and rates of success of subjects which were in the project

Based on data given by the participant schools

October 2003

***97% - Rates of success in matriculation exams in subjects which the project worked on 1998-2003**

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1. Target population

- In order to raise the number of pupils who will be entitled for matriculation certificate in Beer-Sheva, it was decided to focus on 11th graders or 12th grade pupils who have one fail mark or missing subject in order to acquire the certificate. (The most problematic subject is Math).
- Every year, 20 pupils from each school were located.
- The assumption is that providing and experiencing scholastic success in one single subject which delays the entitlement to the certificate – will raise the rate of entitles in Beer-Sheva.

2. Mapping

- The target population was determined together with the school's principals. Pupils with one missing subject (math or other) which delays their entitlement to acquire matriculation.
- After mapping all the schools in Beer-Sheva, It was decided which schools will participate in the project (according to the mapping results, budgets and number of pupils).
- The mapping was improved by the schools inspector and the head of the education department in the municipality.

3. Method ("Learning Campaign")

Out of recognition the importance and implications of acquiring education in general and matriculation in particular, regarding one's happiness, occupation, and future stratum position. And regarding the school's and town's image and future, this method was developed. The method is giving a non-orthodox reply to the need to increase scholastic success and fulfillment of personal potential, mainly among population of students with perception of "being unable" as a result of increasing and accumulating failures at school in many disciplines (these students are being placed by school mechanism in lowest tracks or channeled out of school), or in one discipline or few (for those students whom are placed in relatively more prestigious tracks). Among these last, one of the disciplines students and schools alike point out to be "arduous" and considered as an obstacle on the way to acquire matriculation diploma, is mathematics.

"Success for all" is a program working in the U.S.A. and it's academic and philosophic source is the work of Prof. **Slavin** et al (1986). They argue that every child, unless retard, can study and achieve impressing achievements. Some need more help or different attitudes than others, but one way or another "every child can succeed in school".

The same approach is presented and operated by **Sizer** (1994), **Henry Levin** (1984) etc. in their schools.

Our approach leans on another assumption, one which argues that all people, including children are using, routinely, only minimal part of their cognitive potential they actually possesses. That fact means that by increasing the "low achievers' " motivation dramatically will lead them toward significant achievements. At the same time, we argue, success in school in general, and in matriculation exams in particular is within the cognitive ability of every person, lest retard.

Hern (1990) concludes that the main reasons for scholastic failures are basically non cognitive and can be roughly divided to two:

1. Inner-school factors – tracks, labeling grouping etc.
2. outer-school factors - factors that school tend to regard them as such, it has no influence on them, and are connected influence of "significant others" – parents, relatives, neighbors, peers; or emotional reasons origin in student's personality.

“Intensive learning” method in its principles, practice and structure, gives complete holistic answer to the factors mentioned above, and leans on the motto: “everyone is able”. Nonetheless the method deals first with consciousness, which claims “not able”, and which the student, her or his family, teachers and others are all locked in.

The false consciousness about scholastic ability and “intensive learning” - as a tool for liberation.

Most of the students whom are called “under achievers” or any other definition (in one or many disciplines) are caught in false and deceiving subjective perception by which their ability to attain impressive marks, is low. False perception such as this developed in a process along their school career in which they accumulated failures through low marks in Quizzes, exams and in school evaluation reports. Usually, following that, the students were channeled to low groupings and tracks where “low” curriculum “signals” low expectations.

Such “false consciousness” of these students is transferred in circles to friends and peers, parents, teachers staff, school heads etc. So there is a development of symbolic-interactionistic process, such that the relevant students have nearly not influence at all, and it is running in a “magic circle” getting stronger with any accumulated failure.

This subjective consciousness in which the “under achieved” student is caught captive is contradictory to school demands from him/her to fit in the “student” role and to achieve high marks. Such contradictory creates cognitive dissonance. In order to fix such dissonance the student rationalize his failures and express it in non-conformist behavior or by declaring that studying (or specific subject) is irrelevant or not necessary.

TO conclude – In order to lead such students to significant success, one should “shatter” first the “false consciousness”. Change of that kind is made by leading the student to success and achievements according universal criteria, in the shortest time table possible, in which the correlation between investment and hard work in one hand and success in the other hand is clarity. To illustrate the last concept: The project students in all comprehensive schools in Beer-Sheva learned in “intensive learning” from beginning of Mars 1993 about 45% of math matriculation exam curriculum in not more than three weeks (90 hrs.), ending that period with an exam written by external (to the project) experts. The marks were remarkably high.

Same process took place in former years in Beer-Sheva and in Yeruham (where the rate of matriculation diploma acquirers increased from 19% to 57% in 1996) and the method is embedded since.

Another project which uses the same method is “Ometz” project that accept 9th. Grade students with 7-8 Fail marks, and reach within three years full matriculation diploma. Before and during that learning an holistic motivational process is taking place which involve major part of the student’s significant others – parents, peers, teachers , school heads etc.

After the stage of consciousness change, build on sequence of meaningful successes, one can move to less accelerated learning but keep on giving full and continual answer to emotional needs and keeping the chain of successes accumulating in relevant and challenging program.

2. Principles of “Accelerated Reduction of Gaps” (“Learning Campaign”) method.

“Learning Campaign” is a small scale structural change made by establishing small and new organization (in school) that operates “holistically” according to the following principles:

- ↻ Previous motivational process – at individual and group level –students, parents, teachers, school heads and community representatives.
- ↻ Motivational process during the learning process and at the end of “Intensive Learning”.
- ↻ Focusing on one subject (discipline) or small number of subjects.
- ↻ Curriculum – very Pygmalion (not forgiving) and relevant.
- ↻ Instrumental target – clear, measurable and agreed.
- ↻ The length of “Intensive learning” period (first and second each) up to 4-6 weeks.
- ↻ Accelerated teaching.
- ↻ Determination (vigorousness).
- ↻ Routine “breaking” and “dramatization”.
- ↻ Changing of studying environment.
- ↻ “Combining circles” of “significant others”.
- ↻ Making successes public knowledge.
- ↻ Target oriented thinking and teaching.
- ↻ Flexibility and change as a norm.
- ↻ “Not-alone” support and leading by the leader (foreman), and studying and targets are collective.
- ↻ Work as a group - cooptation and group sessions.
- ↻ Constant follow-up (strict “dynamic mapping” daily and periodical.
- ↻ Constant and determine reduction of gaps.
- ↻ Simultaneous learning and exercising – no homework.
- ↻ Reduction/canceling anonymous – smaller learning groups.
 - Focusing on one or few subjects.
 - Foreman – “significant other” with larger scale of employment and “diffusive” relations with the students.
 - Personal and “diffusive” intensive interaction between teachers team and students.
- ↻ Daily success from day 1 (success tests).
- ↻ Team work – foreman, teachers, co-teachers.
- ↻ “Personal flexible time” and differential investment in the students.
- ↻ Constant external control of scholastic success.
- ↻ Checks along the process of performance of targets and corrections when needed.
- ↻ “Leader” and “leadership” based on foreman and heads of school.

4. Steering staff

- The steering staff of the project included the head of the education department of Beer-Sheva municipality, the general inspector of the high schools in Beer-Sheva, the principals of the participant schools, the head of the educational farewell dep. And the head of "Tafnit" program.

5. Teaching staff

- pedagogical inclusive guidance and training – by Tafnit
- Coordinators – will be teachers from each participating school.
- Teaching – by the school's teachers.
- Disciplinary guidance – by subject coordinators/teachers from school.
- Tutors – university/collage students.

6. Results

1998 – 99.2% success

<u>Drop out</u>		<u>Math – 3 points</u>			
(%) rate of drop outers	Number of drop outers	Final marks average	Number of pupils that succeed	rate (%) Success	Number of pupils
0%	0	84.7	125	<u>99.2%</u>	126

1999 – 98.4% success

Rate of pupils who successfully passed the exam	Average mark in math 3 points	Number of pupils who succeed	Number of pupils ended	Number of pupils started	subject	school
100%	90.0	22	22	22	Math 3 points	Makif Alef
100%	89.4	24	24	24	Math 3 points	Makif gimel
100%	84.6	21	21	21	Math 3 points	Makif Dalet
92.6%	86.7	25	27	27	Math 3 points	Makif Amit
100%	84.5	26	26	26	Math 3 points	Makif vav
100%	89.3	24	24	24	Math 3 points	Makif zain
95.5%	87.0	21	22	22	Math 3 points	Makif hiet
100%	86.2	22	22	22	Math 3 points	Makif Rabin
98.4%	87.2	185	188	188	<u>Total</u>	

2000 – 99% success

Rate of pupils who successfully passed the exam	Number of entitles pupils from the project	Average mark	Number of pupils who succeed	Number of pupils ended	Number of pupils started	Subject	school
95.8%	15	75	23	24	24	Math – 3 points	Makif Alef'
100%	20	90	27	27	27	Math – 3 points	Makif Gimel
100%	8	81	21	21	21	Math – 3 points	Makif Dalet
100%	12	75	27	27	27	Math – 3 points	Makif Amit
100%	11	83	22	22	22	Math – 3 points	Makif vav
100%	2	72.4	17	17	17	History 1/3 points	
100%	18	89	22	22	22	Math – 3 points	Makif zain
95%	12	73.5	19	20	20	Citizenship 1 point	Makif Hait
100%	11	74.9	21	21	21	History 1/3 points	
99.0%	109	79.7	199	201	201	Total	

2001 – 96.4% success

Rate of pupils who successfully passed the exam	Number of entitles pupils from the project	Average mark in math 3 points	Number of pupils who succeed	Number of pupils ended	Number of pupils started	subject	school
100%	18	88.92	24	24	24	Math – 3 points	Makif Alef
100%	21	89.83	24	24	24	Math – 3 points	Makif Zain
83%	7	91.64	10	10	12	Math – 3 points	Makif Heit
95.6%	16	78.12	23	24	24	Math – 3 points	Makif hei
96.4%	62	87.42	82	82	84	Total	

2002 – 94% success

Rate of pupils who successfully passed the exam	Number of entitles pupils from the project	Average mark in math 3 points	Number of pupils who succeed	Number of pupils ended	Number of pupils started	subject	School
100%	17	88.7	25	25	25	Math – 3 points	Makif Alef
100%	13	81.7	24	24	24	Math – 3 points	Makif gimel
100%	16	82.9	20	20	20	Math – 3 points	Makif Amit
96%	18	87.6	22	22	23	Math – 3 points	Makif Zain
100%	16	80.2	21	21	21	Math – 3 points	Makif Heit
70%	-	74.2	18	26	26	Math – 3 points	Makif tuviyau
94%	80	82.7	130	138	139	Total	

2003 – 98% success

Rate of pupils who successfully passed the exam	Number of entitles pupils from the project	Average mark in math 3 points	Number of pupils who succeed	Number of pupils ended	Number of pupils started	Subject	School
100%	- All 11 th grade pupils	89	22	22	22	Math – 3 points	Makif Alef
100%	17	87	25	25	25	Math – 3 points	Makif Heit
100%	14	81	23	23	23	Math – 3 points	Makif Amit
100%	20	88	24	24	24	Math – 3 points	Makif zain
91%	7	74	20	22	22	Math – 3 points	Makif Rabin
100%	6	87	22	22	22	Math – 3 points	Makif Tuviyau
98%	64	84	135	138	138	Total	